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offset by the better method of classroom instruction. The result, then, is that the blame that should fall on the working-conditions is laid on the method itself, and ultimate progress is really rather retarded than advanced by such sporadic experiments.

Miss Ballard suggests, indeed, that the book can be used for oral work "no matter what other textbooks are appointed." This is true, and a little oral work cannot help proving beneficial with any method. But in the interest of real progress, is it at all desirable that the reform method should ever be judged in this country not on its own merits but by the incidental results obtained when it is grafted upon other methods, whose fundamental principles may actually be diametrically opposed to its own?

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*Educational Psychology.* By EDWARD L. THORNDIKE. 2d ed. New York: The Science Press, 1911.

In this second edition the material which was presented in the first edition is completely recast and somewhat enlarged. The aim is the same as in the first edition, namely, to present the results of investigations—mainly by the statistical method—of the influence of heredity and of environment upon mental traits, and of individual differences in mental traits. In the second edition the arrangement of chapters has been made more systematic and several chapters have been omitted. The character of these changes indicates that the author's conception of his task has become clearer and more unified. Besides these changes the book is rewritten throughout, and is brought down to date by the discussion of investigations which have been made since the publication of the first edition. This book stands alone in the field which it covers, and the new edition is welcome.

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*Plant Physiology, with Special Reference to Plant Production.* By BENJAMIN M. DUGGAR. New York: Macmillan, 1912. Pp. xv+516. \$1.60 net.

Professor Duggar has undertaken the task of presenting the essentials of plant physiology as they relate to crops. It seems strange, since plants are the essential things in agriculture, that plant physiology has been so long neglected as one of the essential phases of study. In agricultural and horticultural schools chemistry has usually been the underlying scientific subject, perhaps because it was well organized at an earlier date than was botany, and therefore its relation to plant productivity more easily shown; and possibly chemistry has maintained its position as the fundamental agricultural science because of the "inertia of momentum" that it has acquired through the fact of its past use. Professor Duggar's book organizes the